

# Senior School Behaviour Policy

## Kent College Dubai



**KENT COLLEGE**  
DUBAI

**Approved by Principal:** Tim Hollis **Date:** August 2025

**Approved by KCD Board Representative :** **Date:**

**Staff Responsible:** Kimberley Gore

**Last reviewed on:** August 2025

**Next review due by:** August 2026

**KCD Authorised Stamp**



## Policy Statement

Kent College Dubai is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### Aims of the policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for students, staff and parents of expected levels of behaviour
- To ensure that all students are treated fairly, shown respect and to promote good relationships
- To help students take control over their behaviour and be responsible for the consequences of it
- To build a community which values and demonstrates our Learner Profile Attributes and our core values of **“Tolerance, Respect and Integrity.”**
- To use restorative approaches along with punishments
- To ensure that excellent behaviour is a minimum expectation for all

### Purpose of the policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no ‘bad’ students, just ‘bad choices’
- Encourage students to recognise that they can and should make ‘good’ choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### We expect every adult to:

- Take time to welcome students at the start of the day (Meet and Greet)
- Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
- Never walk past or ignore students who are failing to meet expectations

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to students.

### The Senior Leadership Team must:

- Take time to welcome students and parents at the start of the day
- Be visibly present around school, especially at the end of the day and during busy transitional times
- Celebrate staff, leaders and students whose effort goes **‘above and beyond’** expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours

## **Classroom Expectations**

- Be punctual, wait quietly and be fully equipped, ready to work
- Follow instructions, first time – every time
- No loud talking, interrupting or name calling
- Keep, feet, hands and objects to yourself
- Stay on task and allow others to do so
- No mobile phone should be on, or visible in the classroom or throughout the school day. They should be in the Faraday Pouch
- Wear the uniform smartly and with pride
- No eating, including chewing gum and no drinking with the exception of water
- Stick to set deadlines for completion of work
- Positively impact the learning environment

## **Corridor Expectations**

- Obey staff instructions without comment
- Walk on the right-hand side
- Wear the uniform correctly at all times
- No running or shouting
- Mobile phones should be off and should not be visible as they are inside a Faraday Pouch
- Safely move through the corridor and be mindful of others around you

## **Learning Expectations**

- Strive to be your personal best, challenge yourself
- Be proactive in asking for help when needed
- Listen to advice and feedback
- Maintain academic integrity
- Meet all deadlines

## **Sanctions and Rewards**

### **Rewards**

Merits can be awarded for effort, good quality class work and home learning, acts of kindness, excellent attendance and representing the school.

**Roles and Responsibilities** Teaching staff should ensure that they consistently add merits to ISAMS with a minimum of one per week over the course of the year

**HODs / HOYs** Check that staff consistently add merits to ISAMS in line with the expectations. This will be done at least once per half term. Teachers with form groups will be allocated time during silent reading to do this.

**Senior Leaders should** monitor progress through HODs and HOYs to ensure that Merits are being added by all staff.

## **Policy Statements**

- The 'spirit' of the rewards system is firmly rooted in an 'over and above mind-set' and is intended to motivate all students to achieve their very best and become confident, independent learners and citizens.
- Rewards increase the motivation of all students, improving their self-esteem, aspirations and enjoyment of learning.

The giving of rewards encourages all students to achieve. Thus, they will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance. The system of giving rewards supports the role of the tutor in celebrating success and helps to facilitate the awareness of achievement by other members of staff and parents.

- Rewards support and promote good behaviour and should be used alongside the school's behaviour and discipline policy.

## **Rewards Points – using the School Rewards System:**

- Every member of the teaching staff will recognise and reward students for successes within their curriculum area(s).
- Every member of staff will recognise and reward positive behaviours outside of the classroom. Every form tutor will recognise and reward students for their contributions to their tutor group, and to acknowledge their successes outside of school.
- Every member of staff will recognise and reward a student's effort, attitude and commitment in any aspect of school life by sending a postcard home to the parents of the student. In curriculum areas, one should be issued per half term per class. Outside of lessons, these can be issued at the member of staff's discretion.
- Students whose attendance is excellent, and who consistently demonstrate a good attitude to learning across all subjects will automatically be given rewards points on a termly basis by a nominated member of staff. This also applies to students who are actively involved in student leadership. Students actively involved in school run extra-curricular activities will be given rewards points by leaders of these activities on a half termly basis.

## Merit allocation

Each Data Point	4s in all subjects for ATL and Organisation → 5 merits Majority 4s → 3 Merits
Attendance per half term	100% → 3 Merits
Representing the school	Up to 3 per half term made at the Coach's discretion
Student of the Month	2 Merits
A piece of work above what the student normally produces	1 Merit
Consistently meeting all expectations over a significant time period	1 Merit
Consistently answering questions well during lesson or giving one exceptionally detailed answer	1 Merit
Act of Kindness above normal expectation	1 Merit
Excellent home learning	1 Merit

### When not to give Merits:

- When a student has only done what has been asked of them and not gone above and beyond
- Completing home learning that is not up to the expected standard
- Arriving on time
- To reward someone for not misbehaving and doing what most students do every lesson.

## Rewards Chart

Merits accrued	Reward
Years 7 & 8 → 30 Years 9 & 10 → 25 Year 11 → 15 Year 12 & 13 → 10	Round pin badge in House colour
Years 7 & 8 → 45 Years 9 & 10 → 35 Year 11 → 20 Year 12 & 13 → 15	Lozenge pin badge in House colour
Years 7 & 8 → 60 Years 9 & 10 → 50 Year 11 → 30 Year 12 & 13 → 20	Shield pin badge in House colour

### Implementation of sanctions:

Teachers and form tutors will lead the reporting and sanctions of behaviour. There will be four levels of behaviour which, when observed, will be logged onto CPOMS. These behaviours will link to the schools' key values:

- Level 1 - Teacher and Tutor
- Level 2 - HoY or HoD
- Level 3 - Assistant Head
- Level 4 - Deputy Head of HoSS

### Levels of Behaviour

Level of Behaviour	Types of Behaviour	Sanction available and Restorative Justice	Staff involved
 <p>Level 1 Behaviour</p>	Bad language: Directed Disrupting learning Lateness Missing a deadline Not following instructions Poor attitude to peers Poor corridor behaviour Poor standard of uniform  Missing Equipment >>>>>>	<ul style="list-style-type: none"> <li>• Incident logged on CPOMS (copy in HoD, if applicable)</li> <li>• 15-minute reflection, to include completion of the 'Reflection' form</li> <li>• Reflection set on pupil's Microsoft Calendar</li> <li>• Affective discussion by Teacher / Tutor</li> </ul> >> CPOMS - Reflection Optional	 <p>Teacher &amp; Tutor</p>
 <p>Level 2 Behaviour</p>	Persistent Level 1 Behaviours Missed Level 1 Reflection Academic dishonesty - Minor Defiant behaviour Technical misuse - Minor Truancy from an individual lesson Vandalism - Minor	<ul style="list-style-type: none"> <li>• Incident logged on CPOMS (copy in HoD, if applicable)</li> <li>• 30-minute detention, to include completion of 'Reflection' form</li> <li>• Parents notified</li> <li>• Effective discussion by HoD / HoY</li> <li>• Consecutive loss of lunchtimes</li> <li>• Form Tutor or HoY report</li> </ul>	 <p>HoY &amp; HoD</p>
 <p>Level 3 Behaviour</p>	Persistent Level 2 Behaviours Repeated missed Reflections Academic dishonesty – Major Bullying Discriminatory language Extreme language: Directed Fighting Inappropriate intimacy Physical Abuse Plagiarism Racism Smoking or vaping Social Media Misuse Technical misuse - Major Truancy more than one lesson Use of mobile phone in school Vandalism - Major	<ul style="list-style-type: none"> <li>• Incident logged on CPOMS</li> <li>• Meeting with the Parents</li> <li>• Consecutive loss of lunchtimes</li> <li>• Suspension, internal or external</li> <li>• SLT report</li> <li>• Behaviour Contract</li> </ul>	 <p>AH &amp; DH</p>
 <p>Level 4 Behaviour</p>	Repeat of Level 3 Behaviour Serious Unacceptable Behaviour	<ul style="list-style-type: none"> <li>• External Suspension</li> <li>• Behaviour Contract (On third Behaviour Contract a student is blocked for re-registration)</li> <li>• SLT report</li> </ul>	 <p>HoSS &amp; Principal</p>

## CPOMS Logistics (ie, adding actions)

- Staff are required to log all behaviour incidents on CPOMS within the correct category
- Level 1 incidents are automatically alerted to the form tutor
- Level 2 incidents are automatically alerted to the Head of Year
- Level 3 incidents are automatically alerted to Assistant and Deputy Headteachers
- Staff can add any other teachers manually
- Once a sanction or parent contact has been made, teachers will add an "ACTION" detailing the outcome

Repeated poor behaviours will result in a student being placed on a report:

Colour of report	Reporting to ..	Logistics	Outcome
Green	Tutor	Parents notified via an email and note placed on CPOMS. Weekly report completed every day for two weeks. Shown to the Tutor at the end of every day. Scanned copy of the report sent home at the end of the week	Improvement – Off report  No improvement – Escalated to Head of Year report
Blue	Head of Year	Parents notified via an email and note placed on CPOMS. Weekly report completed every day for two weeks. Shown to the HoY at break, lunch and at the end of every day. Scanned copy of the report sent home at the end of every day.	Improvement – Off report / de-escalated to a Tutor report for a week (with improvements maintained otherwise back up to a HoY report)  No improvement – Escalated to Assistant Head report
Yellow	Assistant Head	Parents notified via an email and note placed on CPOMS. Daily report completed every day for two weeks. Shown to the AH at break, lunch and at the end of every day. Scanned copy of the report sent home at the end of every day.	Improvement – Off report / de-escalated to a HoY for a week (with improvements maintained otherwise back up to an AH report)  No improvement – Escalated to Deputy Head report and placed on a Behaviour Contract*
Orange	Deputy Head	Parents notified via an email and note placed on CPOMS. Daily report completed every day for two weeks. Shown to the DH at break, lunch and at the end of every day. Scanned copy of the report sent home at the end of every day.	Improvement – Off report / de-escalated to a AH for a week (with improvements maintained otherwise back up to an DH report)  No improvement – Escalated to Head of Senior School report and placed on a Behaviour Contract*
Red	Head of Senior School	Parents notified via an email and note placed on CPOMS. Daily report completed every day for two weeks. Shown to the HoSS at break, lunch and at the end of every day. Scanned copy of the report sent home at the end of every day.	Improvement – Off report  No improvement – Placed on a Behaviour Contract*

\*If it is the third and final Behaviour Contract, it will lead to a permanent exclusion

## **Restorative Justice**

Every half term, students level 1 & 2 behaviours will be wiped clean. This will allow the students to have a fresh start and put a difficult half-term behind them.

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all students' access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Possible Restorative Justice Acts:**

1. Mediation - meeting with affected parties
2. Community Service - aiding in ECA's
3. Presenting Assembly on related topic
4. Research task and follow up essay on bullying / racism incidents
5. Letter of Apology

Some of these need to be discussed with parents during the contact meeting made for level 2 and level 3 behaviours. As parental permission will be required for community service and assembly participation.

